

006.17	<u>Early Childhood <del>Education Unified</del> <b>Inclusive</b></u>
006.17A	Grade Levels: Birth – Grade 3
006.17B	Endorsement type: Field
006.17C	Persons with this endorsement may teach <u>and provide services to</u> infants, toddlers, and children from birth through grade 3, including those with <u>disabilities special developmental and/or learning needs</u> as defined in Section 79-1118.01 R.R.S, and to support families and other personnel with responsibilities for their care and education.
006.17D	Certification Endorsement Requirements: The endorsement shall require a minimum of <u>45 51</u> semester hours <u>including 39 semester hours</u> in <u>Birth through Grade 3</u> Early Childhood Education and <u>Early Childhood Special Education, and 12 additional hours in one area of concentration (either Birth through Kindergarten or Age 3 through Grade 3).</u>
006.17E	Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES  
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN  
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide early childhood inclusive teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Association for the Education of Young Children (NAEYC) Standards (2010) and The Council for Exceptional Children/Division of Early Childhood (2012) and assumes the inclusion of the CEC Common Core Standards in personnel preparation for program accreditation.

- A. Early Childhood Inclusive candidates will demonstrate knowledge and understanding of and ability to teach the concepts, skills, and processes of reading/writing, mathematics, science, and social sciences as defined in the Nebraska Student Standards for grades Kindergarten through 3 as per NAC 92 Rule 10.

**STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING, AND  
INDIVIDUAL LEARNING DIFFERENCES**

Candidates prepared in inclusive early childhood degree programs are grounded in a child development knowledge base. They also understand how disabilities and exceptionalities interact with development and learning. They use their knowledge and understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, meaningful, and challenging for each child, including those with disabilities. (NAEYC Standard 1 and CEC Initial Standard 1)

- Element 1: Know and understand young children's abilities, characteristics, and needs from birth through age 8 based on theories of typical and atypical development, including the etiology, characteristics and classification of common disabilities and how these impact development and learning in the first years of life.  
(References: NAEYC Element 1a and ECSE1K1; ECSE1K3; ECSE1K8)
- Element 2: Know and understand the multiple influences on early development and learning, including biological and environmental factors that affect pre-, peri-, and postnatal development and learning, mental health and social-emotional development, and the impact of medical conditions on the child's development and the families' concerns, resources and priorities.  
(References NAEYC Element 1b and ECSE1K2; ECSE2K4; ECSE1K5; ECSE1K6)
- Element 3: Know and understand the impact of social and physical environments on development and learning and recognize the impact of language delays on cognitive, social-emotional, adaptive, play, temperament, motor development and behavior. Establish communication systems for young children that support self-advocacy.  
(References ECSE1K9; ECSE1K10; ECSE1K11; ECSE6S3)
- Element 4: Use developmental knowledge to create healthy, respectful, supportive, meaningful and challenging learning environments for young children, taking into account children's varying developmental and learning rates. Support caregivers to respond to child's cues and preferences, establish predictable routines and turn taking, and facilitate communicative interactions.  
(References NAEYC Element 1c and ECSE1K7; ECSE6S2)
- Element 5: Use understanding of development and individual differences to

respond to the needs of individuals with special needs by considering current research related to development across the five developmental domains, play, and temperament when assessing learning situations, developing learning experiences, and choosing strategies appropriate to each child's needs.

(References ECSE2S1; ECSE2S2)

## **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Candidates prepared in inclusive early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, communicate and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. They collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of children with disabilities across a range of learning experiences.

(References: NAEYC Standard 2 and CEC Initial Standard 7)

Element 1: Know about and understand diverse family and community characteristics and how language, culture, and family background influence children's learning, and apply that knowledge to develop, implement, and evaluate learning experiences and strategies that respect the diversity of children and their families.

(References: NAEYC Element 2a and ECSE3S1)

Element 2: Support and engage families and communities through respectful, reciprocal relationships. Recognize that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. Support families' choices and priorities in the development of goals and intervention strategies and implement family-oriented services based on the family's identified resources, priorities, and concerns.

(References: NAEYC Element 2b and ECSE 7S2; ECSE7S3)

Element 3: Involve families and communities in young children's development and learning. Support and facilitate family and child interactions as primary contexts for development and learning, employ adult learning principles in consulting and training family members and service providers, involve families in the evaluation of services, and assist the family in planning for transition.

(References: NAEYC Element 2c and ECSE6S1; ECSE7S5; ECSE7S7)

Element 4: Use the theory and elements of effective collaboration to serve as a collaborative resource to colleagues and use collaboration to promote the well-being of children and families across a wide range of settings and collaborators. Understand the structures supporting inter-agency collaboration, including interagency agreements, referral, and consultation and apply models of team processes in early childhood to collaborate with caregivers, professionals, and agencies to support children's development and learning. Participate as a team member to identify and enhance team roles, communication, and problem solving and provide consultation as needed in settings serving infants and young children.

(References: ECSE6S4; ECSE7K1; ECSE7S1; ECSE10S4; ECSE10S6)

### **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

Candidates prepared in inclusive early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment and use multiple methods of assessment and data-sources in making educational decisions. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

(References: NAEYC Standard 3 and CEC Initial Standard 4)

Element 1: Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children and meaningfully connect curriculum to assessment and progress monitoring activities.

(References: NAEYC Element 3a and ECSE5 K3)

Element 2: Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment, and data collection.

(Reference: NAEYC Element 3b)

Element 3: Select and use technically sound formal and informal assessments in compliance with established criteria, that minimize bias, and apply knowledge of measurement principles and practices to interpret assessment results and guide decisions for children affecting development and learning, particularly for those with disabilities. Know how to apply state guidelines that distinguish

among at-risk, developmental delay, and disability.

(References: ECSE4K2; ECSE4S4; ECSE4S5)

Element 4: Understand assessment practices that can guide: a) development of functional goals/targeted outcomes, b) selection of appropriate strategies to support children's learning, including the use of assistive technology, and c) positive learning outcomes, as well as guide teachers' reflections on their teaching efforts and modifications as needed.

(References: NAEYC Element 3c and ECSE4S4, ECSE4S5)

Element 5: Know about assessment partnerships with families and with professional colleagues, recognize the role of the family in the assessment process, and collaborate with them to use multiple types of assessment information gathered from multiple sources and environments in making decisions about children, including those with disabilities, to build effective learning environments that align assessment with curriculum, content standards, and local, state, and federal regulations.

(References: NAEYC Element 3d and ECSE4K1; ECSE4K2; ECSE4S6)

Element 6: In developing Individualized Family Service Plans and Individualized Education Programs, assist families in identifying their concerns, resources, and priorities, assess progress in the five developmental domains, play, and temperament and children's engagement and independence in everyday routines, use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process, participate as a team member to integrate assessment results in the development and implementation of IFSPs and IEPs, emphasize the child's strengths and needs in assessment reports, produce reports that focus on developmental domains and functional concerns, and conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness.

(References: ECSE4S3; ECSE4S7; ECSE4S8; ECSE4S9; ECSE4S10; ECSE4S11).

#### **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

Candidates prepared in inclusive early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They create safe, inclusive, culturally responsive learning

environments so that children, with and without disabilities, become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

(References: NAEYC Standard 4 and CEC Initial Standard 2)

Element 1: Understand positive relationships and supportive interactions as the foundation of their work with young children, use motivational and instructional interventions to teach children with disabilities or other special needs how to adapt to different environments, and intervene safely and appropriately with children in crisis.

(References: NAEYC Element 4a and CEC Initial Standard 2, Element 2.2, 2.3)

Element 2: Know and understand effective strategies and tools for early education to create optimal learning environments. Select develop, and evaluate developmentally and functionally appropriate materials, equipment, and environment and organize space, time, materials, peers, and adults to maximize children's progress in natural and structured environments. Provide stimulus-rich indoor and outdoor environments that employ materials, media, and appropriate uses of technology, including adaptive and assistive technology, that are responsive to individual differences.

(References: NAEYC Element 4b and ECSE2S1; ECSE2S2; ECSE2S5)

Element 3: Use a broad repertoire of developmentally appropriate teaching and learning approaches, including the application of universal design for learning, to embed learning opportunities in everyday routines, relationships, activities, and places.

(References: NAEYC Element 4c and ECSE2S3; ECSE5K1)

Element 4: Collaborate with other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interactions and structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.

(Reference: ECSE2S4)

Element 5: Implement basic health, nutrition and safety management procedures for infants and young children, recognize signs of



emotional distress, neglect, and abuse, use and follow recommended reporting and evaluation procedures, and recommend referral with ongoing follow-up to community health and social services.

(References: ECSE2S6; ECSE2S7; ECSE6S1)

Element 6: Reflect on own practice to promote positive outcomes for each child.

(Reference: NAEYC Element 4d)

### **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

Candidates prepared in inclusive early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child and they apply knowledge of general and specialized curricula to individualize learning, particularly for individuals with disabilities or other special needs.

(References: NAEYC Standard 5 and CEC Initial Standard 3)

Element 1: Understand content knowledge and resources in academic disciplines and the theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children in these disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies; use general and specialized content knowledge to teach across these curricular content areas to individualize learning, and modify general and specialized curricula to make them accessible to children with disabilities.

(References: NAEYC Element 5a and ECSE5K1)

Element 2: Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines, including both developmental and academic content, to organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for children with and without disabilities.

(References: NAEYC Element 5b and ECSE5K2)

Element 3: Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

(Reference: NAEYC Element 5c)

## **STANDARD 6. INSTRUCTIONAL PLANNING AND STRATEGIES**

Candidates prepared in inclusive early childhood degree programs select, adapt, and use a repertoire of evidence-based instructional strategies to advance the development and learning of children, particularly those with disabilities.

(Reference: CEC Initial Standard 5)

Element 1: Use a child's abilities, interests, learning environments, and cultural and linguistic factors, to select, develop, and adapt learning experiences that will enable the child to master and generalize learning, including language development and communication skills, and apply cross-disciplinary knowledge and skills to develop the child's critical thinking and problem solving skills.

(References: CEC 5.1; 5.4; 5.6; 5.7)

Element 2: Use technologies to support instructional assessment, planning, and delivery for children with disabilities, including the use of augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of children with disabilities.

(References: CEC 5.2; 5.3)

Element 3: Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children, use strategies to teach social skills and conflict resolution, and implement and evaluate preventative and reductive strategies to address challenging behaviors.

(References: CEC/DEC)

Element 4: Link development, learning experiences, and instruction to promote educational transitions, and develop and implement education and transition plans for children with disabilities that support transitions among settings for infants and young children and provide different learning experiences in collaboration with individuals, families, and teams.

(References: CEC/DEC 5.5; ECSE5S4; ECSE7S9)

Element 5: Plan, implement, and evaluate developmentally and individually appropriate curriculum, instruction, and adaptations based on



knowledge of the child, family, and community and implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction. Design intervention strategies incorporating information from multiple disciplines, use a continuum of intervention strategies to support access to the general curriculum and daily routines, and make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds. Facilitate child-initiated development and learning and use teacher-scaffolded and initiated instruction to complement child-initiated learning.

(References: ECSE5S1; ECSE5S2; ECSE5S3; ECSE5S7; ECSE5S10; ECSE5S11; ECSE5S12; ECSE5S16)

Element 6: Develop, implement, and evaluate IFSP's and IEP's, with family members and other professionals as members of a team, that support development and learning as well as caregiver responsiveness, align individual goals with developmental and academic content, and support the child's independent functioning in the child's natural environment.

(References: ECSE5S1; ECSE5S9; ECSE5S13; ECSE5 S14; ECSE515)

## **STANDARD 7. BECOMING A PROFESSIONAL**

Candidates prepared in inclusive early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice and they use their foundational knowledge of the field and of its Ethical Principles and Practice Standards to inform their practice, engage in life-long learning, and to advance the profession. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

(References: NAEYC Standard 6 and CEC Initial Standard 6)

Element 1: Identify and become involved with the early childhood field. Understand how foundational knowledge and current issues influence professional practice, understand legal, ethical and policy issues related to educational, developmental, and medical services for infants and young children and their families, and integrate knowledgeable, reflective, and critical perspectives on early education to better serve children and their families.

(References: NAEYC Element 6a, 6d, and ECSE9K1)

Element 2: Know about and uphold ethical standards and other early childhood professional guidelines and use professional Ethical Principles and Professional Practice Standards to guide one's practice. Integrate family systems theories and principles into professional practice, respect family choices and goals, and apply evidence-based and recommended practices for infants and young children, including those from diverse backgrounds.

(References: NAEYC Element 6b and ECSE6S6)

Element 3: Engage in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource; and show understanding of the significance of lifelong learning by participating in professional activities, professional organizations, and learning communities relevant to the early childhood field, including early childhood education, early childhood special education, and early intervention.

(References: NAEYC Element 6c and ECSE6S5)

Element 4: Advance the profession by engaging in informed advocacy activities for young children and the early childhood profession, including advocating for infants and young children and their families and for the professional status and working conditions of those who work with them, and by mentoring and providing guidance and direction to para-educators, tutors, and volunteers.

(References: NAEYC Element 6e and ECSE6S7; SECS6K2).

### **STANDARD 8. EARLY CHILDHOOD FIELD EXPERIENCES**

Inclusive early childhood field experiences and clinical practice are planned and sequenced so all Early Childhood Inclusive candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children, including those with disabilities, across the entire developmental period of early childhood – infants and toddlers (ages birth to 3), preschool-kindergarten (ages 3 through kindergarten), and the primary grades 1-3 and in settings that offer early childhood education (such as child care centers and homes, Head Start programs, public or private centers, community agencies, and/or schools.) Opportunities to observe and practice under the supervision of fully qualified professionals in a variety of settings appropriate for young children from ages birth through grade 3, who have a range of abilities and disabilities and who reflect diverse family systems, must include at least thirty (30) clock hours with each age group where children and families are served. A minimum of six (6) hours in each age group must include working with children who have a range of verified disabilities.

Element 1: Opportunities to observe and practice in at least two of the three early childhood age groups (infants and toddlers, preschool-kindergarten, and the primary grades 1-3).

Element 2: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).

(References: NAEYC Elements 7a and 7b)

~~Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the following criteria:~~

~~A. Child Development and Learning.~~

- ~~1. Use knowledge of how children develop and learn to provide opportunities that support child growth and development for infants and toddlers, preprimary and primary school children, with a range of abilities and disabilities, in the intellectual, communicative, physical-motor, social-emotional, aesthetic, and adaptive behavioral areas of development and learning;~~
- ~~2. Use knowledge of how children develop and learn to provide opportunities that support individual differences in development and learning, with special attention to risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities;~~
- ~~3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning;~~
- ~~4. Identify pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning; and~~
- ~~5. Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life.~~

~~B. Assessment and Evaluation.~~

- ~~1. Use an on-going assessment process in order to develop, monitor, adapt and evaluate programs for young children;~~
  - ~~a. Use a wide range of on-going assessment strategies in natural settings to develop a complete description of each child for the purpose of planning developmentally appropriate programs, environments, interactions, and for seeking necessary consultation from specialists;~~
    - ~~(1) Observe, record, and assess young children's development and learning using a variety of informal and formal instruments and processes including observational methods;~~
    - ~~(2) Select and administer culturally unbiased assessment instruments and processes based on the purpose of the assessment being conducted, the~~

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- ~~needs of the child, and in compliance with established criteria and standards;~~
- ~~(3) Demonstrate understanding and knowledge of cultural/linguistic influences, other environmental influences and various learning styles on assessment practices and results;~~
- ~~(4) Share assessment results with families in a clear, supportive way, and integrate assessment data in order to make decisions about children's learning and development for the purpose of planning and implementing appropriate programs, including Individual Family Service Plans (IFSP'S) and Individual Education Programs (IEP'S) for infants and young children with disabilities; and~~
- ~~(5) Participate and collaborate with other providers and family members conducting family-centered assessments and make referrals to specialists for consultation as appropriate; and~~
- ~~b. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.~~
- ~~C. Curriculum Development and Implementation.~~
- ~~1. Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge about individual children, groups of children, families, and communities;~~
- ~~a. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments;~~
- ~~b. Implement developmentally appropriate individual and group activities using a variety of formats such as, play, environmental routines, parent-child activities, small-group projects, flexible grouping, cooperative learning, inquiry experiences, and systematic instruction as needed to help children develop dispositions of independence and curiosity, and problem solving, decision making, and communication skills;~~
- ~~c. Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally and family valued content, children's home experiences, and language differences;~~
- ~~d. Demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including communication and literacy, mathematics, science, health, safety, nutrition, social sciences, art, music, drama, movement, social and cognitive skills;~~
- ~~e. Use a variety of instructional strategies and environments for the range of developmental needs of children including those who have unique talents, learning and developmental needs, or specific disabilities;~~
- ~~f. Develop and implement IFSP's or IEP's for infants and young children with disabilities, incorporating both child and family outcomes, in partnership with family members and other professionals;~~

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- ~~g. Support and facilitate family and child interactions as primary contexts for learning and development;~~
- ~~h. Demonstrate appropriate use of technology with young children including assistive technologies for children with disabilities; and~~
- ~~i. Plan for and link current learning experiences and teaching strategies with those of the child's next educational setting;~~
- ~~2. Incorporate knowledge and strategies from multiple disciplines (for example, medical, allied health, social service) into the design of instructional strategies and integrate goals into daily activities and routines at home and in education and care settings;~~
  - ~~a. Integrate basic health, nutrition, feeding, and safety management practices for young children, including procedures regarding childhood illness and communicable diseases; and~~
  - ~~b. Integrate aspects of adaptive care for children who have a history of significant low birth weight, or have other complex medical needs, including methods for care of young children dependent on technology with programs focused on overall child development and family resources, concerns, and priorities;~~
- ~~3. Use environmental assessments, individual and group guidance, and problem-solving techniques to develop positive and supportive relationships with children, to encourage and facilitate positive social skills and social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem;~~
  - ~~a. Demonstrate the understanding of and the ability to assess the influence of the environment, including physical setting, space, time, peers, materials, adults, schedules, routines, and transitions on children's behaviors and use these experiences to promote children's overall social skills, development, and learning in education, care, and home settings; and~~
  - ~~b. Select and implement methods of behavior support and management appropriate for all young children, such as, a range of strategies from less directive, less intrusive methods (e.g., scaffolding and modeling) to more directive, more structured methods (e.g., applied behavior analysis) that respect and reflect the children's cultural and individual backgrounds and current needs;~~
- ~~4. Establish and maintain physically and psychologically safe and healthful learning environments that promote development and learning;~~
  - ~~a. Provide an indoor and outdoor environment that employs developmentally appropriate materials, media, and technology, including adaptive and assistive technology;~~
  - ~~b. Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships;~~
  - ~~c. Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services; and~~

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~~d. Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.~~

~~D. Family and Community Relationships.~~

- ~~1. Establish and maintain positive, collaborative relationships with families, community agencies and other professionals to meet the needs of the child;~~
- ~~2. Apply family systems theory and knowledge of the dynamics, roles, and relationships within families, schools and communities;~~
- ~~3. Demonstrate knowledge and sensitivity to differences in family structures and cultures in terms of family strengths, expectations, values, and child-rearing practices;~~
- ~~4. Assist families in identifying resources, priorities, and concerns in making decisions related to their child's development;~~
- ~~5. Link families with a range of family-oriented services based on the family's needs, identified resources, priorities, and concerns; and~~
- ~~6. Solicit and respect parents' choices and goals for their child and incorporate them to support the development, learning, and well-being of the child.~~

~~E. Professionalism.~~

- ~~1. Understand state and federal legislation, public policy and legal issues which affect all young children, with and without disabilities and their families; and identify ethical and policy issues related to care and education, and medical services for young children;~~
- ~~2. Understand historical, philosophical and social foundations of comprehensive early childhood care and education;~~
- ~~3. Identify current professional trends and issues which inform and improve practices, advocate for quality programs for young children and their families, and enhance the professional status and working conditions of comprehensive early childhood care and education professionals;~~
- ~~4. Understand principles of administration, organization and operation of programs for children, birth through age 8, and their families, including staff and program development, supervision, and evaluation of staff, and continuing improvement of programs and services;~~
- ~~5. Adhere to professional and ethical codes related to comprehensive early childhood care and education; and~~
- ~~6. Reflect upon their own professional practices and identify resources for on-going development as comprehensive early childhood care and education professionals.~~

~~F. Field Experiences.~~

- ~~1. Observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to homes, public or private centers, community agencies, and schools) in which young children with a range of abilities and disabilities, who reflect diverse family systems, from birth through age 8 and their families are served; and~~



**4.25.13 Executive Committee Changes****REDLINE VERSION****Early Childhood Education Unified Inclusive  
Endorsement Guidelines  
to Accompany Rule 24  
(Adopted by the State Board  
of Education on \_\_\_\_/\_\_\_\_/20\_\_\_\_)**

~~2. Have pre-student teaching field and clinical experiences with each of the three age groups (infants/toddlers, preprimary, primary school children). The experiences should consist of at least thirty (30) clock hours with each group. A minimum of twenty percent (20%) of the hours in each age group should include working with children who have a range of disabilities.~~

**AD HOC MEMBERSHIP FORM** (Based on Section 17.03 of the NCTE Organizational Policies)

**EARLY CHILDHOOD Friday, September 16, 2011—Center for People in Need 10 AM-4 PM**

MEMBERSHIP CRITERIA	NOMINEES
17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration	1. Brian Carlson, Wahoo Head Start D5 <a href="mailto:bcarlso@esu2.org">bcarlso@esu2.org</a> 2. Missy Timmerman, Beatrice D5 <a href="mailto:mtimmerman@bpsnebr.org">mtimmerman@bpsnebr.org</a> 3. <del>Amy LaPoint, Winnebago Head Start D3</del> <a href="mailto:lapointe_amy@hotmail.com">lapointe_amy@hotmail.com</a>
17.03B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution	1. Dawn Mollenkopf, UNK D6 <a href="mailto:mollenkopfdl@unk.edu">mollenkopfdl@unk.edu</a> 2. Susan McWilliams, UNO D8 <a href="mailto:smcwilliams@mail.unomaha.edu">smcwilliams@mail.unomaha.edu</a>
17.03C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions	1. Susan Churchill, UN-L D1 <a href="mailto:schurchi@unlnotes.unl.edu">schurchi@unlnotes.unl.edu</a> 2. Jackie Florendo, Doane D5 <a href="mailto:jackie.florendo@doane.edu">jackie.florendo@doane.edu</a>
17.03D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration	(This category could be covered by appointees to 17.03A)
17.03E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3	1. Lincoln or Omaha administrators Gladys Haynes, OPS Educare D4 <a href="mailto:ghaynes@educareomaha.org">ghaynes@educareomaha.org</a> 2. Classes 2 or 3 Dr. Richard Hasty, Plattsmouth D2 <a href="mailto:rhasty@pcsd.org">rhasty@pcsd.org</a> 3. Beth Ericson, York Public Schools, D6 <a href="mailto:Beth.ericson@yorkdukes.org">Beth.ericson@yorkdukes.org</a>
17.03F One person representing the general public, e.g. PTA member or a school board member	Josie Filipi, Crete D5 <a href="mailto:josief@creteschools.org">josief@creteschools.org</a>
17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable.	Donna Moss, NCTE D6 <a href="mailto:dmoss@esu9.org">dmoss@esu9.org</a>
17.03H One representative of NDE	Melody Hobson, NDE Early Childhood D1 <a href="mailto:melody.hobson@nebraska.gov">melody.hobson@nebraska.gov</a> Jan Thelen, NDE Special Education Early Childhood D1 <a href="mailto:jan.thelen@nebraska.gov">jan.thelen@nebraska.gov</a>
17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements	Chris Marvin, UN-L D1 <a href="mailto:cmarvin1@unl.edu">cmarvin1@unl.edu</a> Kim Madsen, Chadron State D7 <a href="mailto:kmadsen@csc.edu">kmadsen@csc.edu</a>

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*Inclusive of the new CEC/DEC Standards (2012)  
and proposed CEC/DEC Indicators (2013)*

**4.25.13 Executive Committee Changes**

**REDLINE VERSION**

**Early Childhood ~~Education Unified~~ Inclusive  
Endorsement Guidelines  
to Accompany Rule 24  
(Adopted by the State Board  
of Education on \_\_\_\_/\_\_\_\_/20\_\_\_\_)**

17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups	Peggy Romshek, Mitchell D7 <a href="mailto:promshek@panesu.org">promshek@panesu.org</a>
17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee	Marge Harouff, NDE Consultant Sharon Katt, NDE Pat Madsen, NDE Marlene Beiermann, NDE